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ABSTRACT

This report was prepared to inform and advise the presidents of state colleges and universities of the scope of the current nationwide movement for teacher education reform, and offer recommendations for action. It also assesses briefly principal recommendations for change in teacher education with particular reference to the responsibilities, obligations, and broad missions and goals of the American Association of State Colleges and Universities (AASCU) institutions and AASCU as an organization. The principal reports and their findings are indexed and the principal recommendations are catalogued. Six recommendations are identified and detailed in this report on the following subjects: (1) minority recruitment; (2) national standards and certification; (3) national testing; (4) tiered staffing in public schools; (5) who is responsible for curriculum; and (6) should the undergraduate degree in education be eliminated. (JD)

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TEACHERS EDUCATION IN REVIEW:
1983 - 1986

A REPORT TO THE PRESIDENTS

COMMITTEE
ON EXCELLENCE
IN
TEACHING AND LEARNING

AMERICAN ASSOCIATION OF STATE COLLEGES
AND UNIVERSITIES

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A Challenge to the AASCU Presidents

PREFACE

The purpose of this report is to provide direction to the American Association of State Colleges and Universities (AASCU) with regard to the numerous recommendations and proposals that have been made relative to the reform and renewal of teacher education programs.

In addition, it is designed to recommend specific actions that should be taken by each campus president, in an effort to keep abreast of these various recommendations and changes.

This is a paper that attempts not to take a definitive position with regard to the major recommendations that have been presented, although some will agree that it does indeed take positions. Neither does it offer to the membership a particular direction that AASCU insitutions should pursue. It is envisioned as a first step awareness document of what is on the horizon, with the clear understanding that every president of an AASCU institution which has a teacher education program should be fully versed to the issues and recommendations that are now being debated. In that regard, every president is being asked to create, on his or her campus, an action program that will keep the campus abreast of such changes.

Finally, the position paper suggests that AASCU, as an organization, continue to monitor the various proposals presented and from time to time, issue a specific policy statement in regard to a particular proposal which might be supported or which should be opposed.

This document is being presented within the above context for discussion and adoption as a first step response.

INTRODUCTION

In the history of education, the 1980's may become identified as the era of education renewal in the United States. Commissions, task forces, ad hoc committees, foundations, and research groups have bombarded the nation with somber diagnoses of the ills and frailties at all levels of the education establishment and proposed their prescriptions for cure.

Since 1983, forty-seven reports have been published by various regional and national commissions charged with a review of education. The media have given time, space, and attention to many of these evaluations and judgements, and the American public has been perplexed by disquieting pronouncements that our nation is at risk or, as stated in one study, ". . . the problems of schooling are of such crippling proportions that many schools may not survive. It is possible that our entire public education system is nearing collapse."

Such comments do not complement the many successes of American education which, if placed alongside the failures, would certainly be greater in numbers. Our colleges and universities continue to train the skilled manpower necessary to a modern society and screen their applicants with a demand for superior qualifications. Thousands of high school students earn high scores in college aptitude testing and every year merit scholars are celebrated in their local newspapers. For a large segment of the population our educational system works very well, but, undeniably, within the complex organization of American education there are visible weaknesses and failures, and some of them are critical and national in scope.

A call for necessary revision, however, is neither new nor unusual. Public education in the United States has been responding to needs for change since its inception in the time of Thomas Jefferson. Its growth and development have been continuing processes of perenial adaptation to social demands and evolving innovations. During many decades of evolution the goals of the American Association of State Colleges and Universities have remained compatible with those of the public schools and, in fact, with the goals of the society at large: to foster a liberally educated citizenry that is literate, technologically competent, and morally responsible.

In the United States today, over fifty percent of all new classroom teachers certified each year are trained in the more than 370 institutions that comprise AASCU. The fortunes of the nation's schools and AASCU have been linked from the days of the "normal school," through the era of the "teachers college," to modern times and the emergence of multi-purpose state colleges and universities. In this era of educational reform, AASCU institutions will continue to be responsive to the needs of the nation and adapt to the changing demographics, and to increasingly higher expectations of its graduates.

Recognizing the 1980's as a critical juncture in public education, the AASCU Board of Directors in 1983 initiated "An Action Program for Excellence and Opportunity in Education" and established a Task Force on Excellence in Education. The Board was mindful of the fact that many AASCU institutions, collectively and individually, have been at work since before the reform movement to strengthen teacher education in the United States, to engage in research, to recommend change and innovation, and to attract students with high qualifications to professional teaching with special emphasis on the recruitment of minorities.

Importantly, numerous strategies for the improvement of teacher education have been implemented and are in place on the campuses of many AASCU institutions. The presidents of these institutions have acknowledged that they are determined to maintain on their campuses a dedication to teacher education that aggressively advances toward excellence in preparing persons for the teaching profession. The AASCU Board felt these initiatives should be recognized in a national setting.

The concurrence of numerous recommendations for reform in teacher education that have collected strong and firm public support and approval make such changes inevitable. AASCU institutions have both the opportunity and the responsibility to appraise, to advise, and to lead in the consideration of innovation in the preparation and employment of teachers that will shape the profession for the rest of this century.

Where such proposals will advance the teacher preparation process, they should be supported vigorously. On the other hand, where such proposals are dubious at best, a clear call from AASCU institutions should be issued for further study and discussion before adoption.

AN AASCU STATEMENT

On the basis of experience, commitment, and leadership in the development of teacher education in the United States, AASCU has prepared this statement with four purposes in mind:

(1) To inform and advise the president, other administrators, and faculty of AASCU institutions of the scope of the current nationwide movement for teacher education reform, including recommendations for action to be taken by presidents;

(2) To assess briefly principal recommendations for change in teacher education with particular reference to the responsibilities, obligations, and broad mission and goals of AASCU institutions and AASCU as an organization;

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(3) To index the principal reports and their findings; and

(4) To catalog the principal recommendations for purposes of increasing dialogue and debate with regard to the actions proposed.

Although fourteen recommendations are indentified from a review of the literature, only six are detailed in this report. Embodied in those six are the remaining eight recommendations. Finally, it should be noted that a specific AASCU action is called for at the end of each section and a general call for action is contained in the closing statement to the presidents.

THE REPORTS AND RECOMMENDATIONS

The effectiveness of teacher preparation and qualifications, certification and licensure of teachers, the curriculum and degree programs in schools of education, internship, hiring practices, recruitment, and the state of the teaching profession have all been the subject of microscopic study by various commissions in the United States during the past three years.

Significant in most of the resultant recommendations is the common ground of broad agreement that emerged from fifteen independent investigations. Their composite requests for revision in professional education is more than a call for a new direction; they demand what amounts to a transformation of teacher education in the United States with a replacement of many established assumptions, a displacement of some customary practices, and an emplacement of innovative models and strategies.

The sincere, well-guided, and independent efforts of hundreds of specialists working with concerned citizens to improve American education must be commended. The broad public and professional support that is emerging from their findings and recommendations will lead inevitably to some restructuring of teacher education on many of the AASCU campuses.

Most of the reports embody the following fourteen major recommendations:

(1) Nationwide programs with built-in incentives at federal, state, and local levels to recruit qualified candidates for teacher education.

(2) An immediate need for federal and state financial assistance for students in teacher education.

(3) Increased recruitment of minorities in teacher education.

(4) Installation of a national board to set standards for teacher education and to prepare and administer examinations for certification.

(5) More stringent admission standards for teacher candidacy, including tests for basic and communication skills and the imposition of standardized minimum qualifications.

(6) Comprehensive examination of graduating teacher candidates to test their acquisition of teaching skills and their knowledge of subjects they will teach.

(7) Classification of teachers in the public schools to make distinctions in training, experience, and authority (a tiered staff). "Lead Teacher," "Master Teacher," "Career Professional," "Professional Teacher," "Instructor," and "Novice" are representative labels.

(8) Liberal studies courses required of other college students should be required of students in teacher education.

(9) Greater participation of the faculty in arts and sciences in the education of teachers candidates.

(10) A basic requirement of an AB or BS degree or increased study in arts and sciences for teacher candidates including academic specialization for secondary teachers in the subjects they will teach.

(11) Supervised and evaluated internship.

(12) Alternate certification program for graduates with AB or BS degrees who have not completed undergraduate programs in teacher education.

(13) Elimination of undergraduate programs in education and their replacement by graduate study in five-year or six-year degree plans.

(14) Restructuring of colleges of education to enhance the professional status and recognition of teachers.

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THE AASCU RESPONSE

AASCU agrees in principle that there is a need for reform in teacher education, but implementation requires extensive debate. The need for transition, priorities for resources, and the conventions of governance, both institutional and political, will require that AASCU institutions evaluate not only the concept and ideal of these fourteen proposals, but also the realistic prospect of implementing them. This report is the first phase of that evaluation and highlights six of the fourteen recommendations. The remaining eight are embodied within the six as noted in the Table of Contents and in the following text.

I. MINORITY RECRUITMENT: A QUESTION OF PRIORITY?

In most of the reviews, reports, and recommendations issued recently in the stated interest of improving education, only passing commentaries have been made to acknowledge the need to increase minority recruitment in teacher education. They contain lengthy dissections of policies and practices in the complex process of teaching and learning with detailed blueprints for revision and reform, but there is a notable omission of comparable attention to the most demanding problem in education: the failure to bring into our classrooms a representative number of qualified teachers from the nation's minorities.

Growth and shifts in the population of the United States are inevitable and predictable. During the next fifteen years the majority of residents in some states of the union will be non-white, and in the entire country the numbers of minorities will increase proportionately. However, these special concerns should not detract from the need to have nationwide programs and incentives that are designed to attract the most outstanding of all groups, men and women, into the teaching profession. (1)

Nation's Social Stability at Risk

If social stability is to be preserved, economic growth sustained, and the democratic processes of American politics perpetuated, plural populations must be educated. Such an education is vitally dependent upon student motivation and involvement, respect for teaching and learning, and demands a representation in its teacher corps of the demographic mix in its classroom.

The nation will need to assure itself that there is a representative teaching force across the land if the American Dream is to become a reality for millions of minority youngsters.

The time in which to recruit increased numbers of qualified minority teachers needed in our schools is critical at the present time. Five- and six-year training programs will soon be required for certification in many of the nation's school systems. Applicants accepted now will not enter the classrooms of those systems until 1991-92. It must be recognized, however, that where a BA/BS entering a "4 + 1" program is in effect, qualified minorities could enter the profession within twelve to fifteen months. In any event, immediate, aggressive, and bold strategies must be put in place promptly to bring qualified and motivated minority applicants into teacher education.

With attention to complexities of reverse discrimination, AASCU needs to assume a leadership role in urging the states and the federal government to appropriate funds to subsidize the training of minority teachers. Corporations, alumni, and philanthropic foundations must also be enlisted as contributors to such an initiative.

Financial Assistance to Attract Students into Teacher Education

Tuition scholarship and support monies must be awarded as stipends and not as loans or loans to be forgiven. The "GI Bill" that gave total educational support to returning veterans of WW II is a model of what a sincere, dedicated, determined, and well-funded effort to recruit students into teaching could accomplish. Minorities would greatly benefit from such a program. (2)

Employment Guarantees for Minority Teachers

Minority applicants who earn prescribed credentials must also be given avenues to appointment at the completion of their training. The competitive lure of other vocations with the promise of high income and assured employment must be countered with equal prospects in professional education. Altruism is a strong factor, but recent studies indicate that the most influential forces in the choice of careers by today's students are income and the assurance of employment. In this regard, the current count of twelve percent minority enrollment in teacher education with only nine percent hired in the teaching force is significant. Although minority enrollments are improving, education must have attractions and incentives for all education graduates to match those of industry, business, and other professions. (3)

Recognition of the Problem is Not a Solution to the Problem

Most educational planning includes a call to consider the accomodation of minority interests. A rhetorical acknowledgement, however, does not help to solve the problem of insuffcient minority teachers in the public schools. The effort must begin in the middle school and continue through high school. Continued delay is dangerous as it postpones changes that are predictably necessary to avoid possible social convulsion and a permanent caste system in the United States.

RESPONSE TO ISSUE 1

The urgency is immediate. Therefore, AASCU insitutions must take immediate steps to enroll an increased number of highly qualified minority students in their schools of education even as they create new ways to attract a greater number of talented students from all groups to the profession.

II. NATIONAL STANDARDS AND CERTIFICATION: ADVISORY OR AUTHORITATIVE?

American education, from its earliest beginnings in New England settlements, has had its roots in local soil. Today, after more than two centuries, some 25,000 local school boards representing constituencies of peers and neighbors, manage the local units that in the aggregate comprise a multi-billion dollar enterprise with over three million teachers and forty million students. In this perspective, public schooling appears to be monolithic, but education viewed on a national scale and measured in billions is illusory. The public school "system" is only as large as its local district--immense and complex in large cities, comparatively small in rural and remote areas of the country, but controlled by a local board of elected officials.

The convenient labels "American education" or "the public schools" do not identify the success or failure of local school districts. Such labels can be hazardously misleading if they are mistakenly assumed to define the total quality of American education or the public schools. The tangible, operating, and indentifiable unit of public instruction in the United States is the local school district. Any revision or reform in the public schools must take into account their diversity, local autonomy, and differentiate their relative needs. This also pertains to hiring practices that reside with local boards of education.

School boards are essentially grass root and reflect the intensity of constituent groups in the community. Any efforts to influence local districts must take into account voters, parents, teachers, and students who often participate directly in deliberations concerning what they regard as their schools. Public schools in this nation are unique in that their finances are influenced directly by the American voter.

Resistance to Imposed Authority

Attempts to reform teacher education and practices in the public schools must recognize that local autonomy will not be relinquished willingly nor will increased qualifications for teacher training be acceptable to hiring boards of education if they are imposed from outside regional or national authority. (4)

Necessary change in teacher education will not generate out of response to a national, external mandate or develop out of imposed or dictated restructuring. Such changes will take place when it is determined that they will substantially improve the position of teacher education institutions or improve student performance in the local schools. In addition, any significant transfer of control of appointments, determination of teacher qualifications, or supervision of teachers to delegated centralized agencies is not likely to occur within existing models of governance without strong resistance from local governing bodies. The strength of the public school system often comes from local involvement. Effective schools have high local involvement. National initiatives could lead the nation away from what is now an effective force in most communities.

Hazards of National Authority

The diversity of instruction in the United States is one of its principal strengths. Reforms that require some degree of "nationalization" of the schools may seem to promise opportunities for increased effectiveness and the elimination of some weak and failed practices, but the installation of national directives carries with it the prospect of altering the democratic heritage of American education and the underlying strengths of its local and regional autonomies.

The public schools of the United States should not become the victims of political and social ideologies or be enticed by the false promises of panaceas and grand schemes of successful transformations.

One of the strongest safeguards for democratic continuity in our nation lies in the almost infinite variety of instruction for our youth that is maintained by local school districts.

American public schools and AASCU institutions reflect the diversity of their constituencies and the pluralism of the nation in their response to the singular or regional needs of the population that supports them. In the face of proposals for a centralized or national authority, local proprietary interests must be assured that such a transfer of power, interest, and control would be counter-productive. The Gallup poll again indicates Americans want to perceive that they have a choice of schools, but in fact would actually choose the schools their children are attending. The importance of basing a choice, whether or not it is ever acted on, shows up over and over in surveys.

RESPONSE TO ISSUE 2

The freedoms of American education are unique in the countries of the world and they must be preserved. Therefore, AASCU institutions must identify improvements that will enhance multiple models of teacher education programs, propose improvements and variety in state certification and demonstrate how to increase student performance even if national certification of teachers becomes a reality.

III. NATIONAL TESTING: WILL IT WORK?

National tests such as Scholastic Aptitude Tests (SAT) and American College Tests (ACT) have been recommended to screen all applicants in teacher education at the entry level equivalent to the junior year in college. Similarly, a national teacher examination to test and qualify graduates before assignment in the public schools has been variously proposed. Responsibility for appraising the potential of candidates and accepting or rejecting them would be transferred to an individual authority. The apparent assumption is that some means other than grades needs to be used to measure the quality of candidates for teaching certificates. Over 30 states currently have some means of evaluating competence of prospective teachers other than through grades and recommendations of supervising teachers. Moving such a process to the national level will generate increased debate.

An attempt to impose rigid, possibly biased, national minimum cut-off score qualifications for applicants in teacher education is considered by some to be impracticable, given the diversity of schools and programs and the vital urgency to recruit minorities. (5)

If entry and exit examinations were valid, rigorous, and a fair appraisal of widely accepted qualifications, they could serve as an informative and advisory reference, comparable to the SAT, ACT and Law School Aptitude Test (LSAT) which serve as components of the total admissions process. Some debate has already begun relative to a mandated, nationwide requirement, with rigid scores, for all admission, certification, and licensure that would become standard as a means to improve student performance.

There is a growing concern that local and regional, economic and cultural differences in American education cannot be served equally by mandatory national testing. The heterogeneity of the nation requires teachers with varying talents and abilities that are not likely to be identified by national testing. The use of testing programs for prospective teachers could, however, serve as one measure to assist state, regional, or local school authorities who can best determine their value and utility.

Admissions - An Institutional Responsibility

Schools of education, maintaining their traditional control of admissions, can promptly set in place, where they do not already exist, procedures for appraising the basic skills of applicants, require minimum grade levels and the completion of specific courses in high school, and apply other testing that can give some estimate of success in teacher education. Thirty states currently have such practices. As a minimum, all schools of education should have qualifications that are at least equal to those required of applicants to other schools or divisions in their respective institutions. (6)

Assessment

In most of the reports, a periodic, planned, and thorough assessment of students in teacher education is recommended during each year of instruction, with accompanying counseling and guidance. Such evaluation can serve as an indication of student achievement and a measure of the competency of instruction. Both teaching and learning can be appraised by frequent inspection and analysis, and it follows that student and faculty who cannot maintain the standards of quality set by an institution must be excused from continuing participation in teacher education.

RESPONSE TO ISSUE 3

National testing may or may not become a reality. However, testing can serve as one viable tool in admissions and evaluation. Therefore, AASCU institutions should initiate plans to utilize testing as one means to validate the quality of students admitted to teacher education programs and to certify the content knowledge of graduates of both elementary and secondary programs.

IV. TIERED STAFFING IN THE PUBLIC SCHOOLS: EXPERIMENTAL OR MANDATED?

Broad and far-ranging recommendations for sweeping and somewhat revolutionary changes in the structuring of appointments in the teaching corps ~~in American~~ schools seem to derive from at least two basic assumptions.

First is the apparent concept of "education" or the "American schools" as definable national entities. As emphasized previously in an appraisal of proposals for national testing, the identifiable units of instruction in the United States are the individual classroom units, and each is as variable as the climate, the terrain, the economy, and the population that identifies its region. Each teacher, just as each doctor and lawyer, has command of a range of strategies and a repertoire of skills that become

individualized and practiced uniquely by the individual in relation to client/pupil needs. Teachers, like practitioners in any other profession, are not identical.

Second, any one of the nation's public schools cannot be substituted for an "X" factor in an equation that attempts to delineate a process or a relationship in education. Each classroom and school must be energized to attain successful student performance.

Proposals Not Supported by Research

Although the reports that recommend a hierarchy of positions and responsibilities for teachers lack significant research data as support, it is quite possible, even probable, that in some schools a tiered staff could be effective. By the same supposition, however, it can be concluded that for some schools such staffing would be inoperable, if not disastrous.

Differentiated staffing can be effective, but many administrators do not have the skill to identify the unique talents of the staff and mutual interests of leaders administrators. AASCU institutions should look into the advantages of such proposals for numerous reasons.

Which School - For What Reasons?

The immediate question that must follow any consderation of tiered staffing is "In what school?" The question introduces the catalog of factors that affect school operations: financial resources, enrollment, class size, student teacher ratio, size of staff, quality of teaching. Other factors are demonstrable success (or failure) of current practices, goals, and the many more specific circumstances and conditions that may be distinctive and vary within a single school, from school to school within a district, from district to district, county to county, and state to state.

For purposes of this comment it may be enough to observe that the operations of high school in Two Dot, Montana, in inner city Detroit, and in the affluent suburbs of Chicago are extremely different. If any of these three examples can be dropped in a equation for "X", certainly, the others cannot without modification. The potential effectiveness of tiered staffing can be considered only in its application in a given installation, but the concept is worthy of trial for reasons that have been published.

Focus on Structure or Process?

The second assumption in the proposals for tiered staffing is the conclusion that an alteration of a structure will necessarily bring about a beneficent change or transformation of its processes, that a restructuring of teacher labels, assignments, and pay scales will improve student learning. It may or it may not. The hypothesis is not supported by evidence. It must be noted, however, that the current structure has no research base. Under what set of conditions will the plan have a prospect of effectiveness? Where is it likely to fail? Where has it been tried? Recommendations for a nationwide adoption of tiered staffing that could involve thousands of teachers and students and millions of dollars in costs should be made only after experimental demonstrations of effectiveness. (7)

Some school systems may have problems or needs that will make experimentation with tiered staffing a possible alternative. In time, the results of such trials will be evaluated and a matter of record. A reasonable approach for the present is installing it where it is apparently needed to meet evident needs and seems eminently preferable to a nationwide adoption of a proposal that is yet to be tested.

Costs and Caution in Tiered Staffing

In considering the development of tiered staffs, systems will have to consider carefully the costs which will be high and which may drain funds from other enterprises. Teachers in most schools work in a camaraderie of equality. Tiered staffing will have to respond to the question, "To what extent will morale be affected by the distinctions of 'professional,' 'career,' or 'novice' teachers and their accompanying salary differentials?"

Will parents readily accept the assignment of differentiated instruction in classrooms? Will all parents demand that their children be taught only by the "best" as implied by titles? Is there an inevitable hazard to the development of an elitism with the gravitation of superior students to identified professionals?

RESPONSE TO ISSUE 4

Adequate evaluation and research concerning tiered staffing is not yet extant in the literature. However, AASCU institutions should support considerable trial and experiment, with demonstrable results, before joining any attempt to encourage a nationwide adoption of these tiered staffing proposals.

V. CURRICULUM: WHOSE RESPONSIBILITY?

The curriculm in AASCU schools and in other American colleges and universities has been traditionally the province of faculties in their respective institutions. Such faculties traditionally have responded to the interests of professional organizations, state licensing boards and legislative committees when applicable in vocational studies such as teacher preparation. The introduction of additional authority to design the curriculum for teacher education has little prospect for encouragement, particularly in the larger research institutions well known for their independence.

Instead of waiting for a national wave of reform, schools of education, on their own initiative, must assume a much greater internal responsibility for assessing the quality and structure of their degree programs by applying some of the proposals to the local setting on a voluntary basis. Both faculty and administration must recognize that revision and reform of teacher preparation are well under way in the United States. Institutions that cannot recognize the need and cannot find the means to revitalize the teaching of teachers face inevitable decline. Ineffective and repetitive instruction must be eliminated. Courses that do not challenge the capacities and talents of highly qualified students in college level work must be revised or replaced and no credit should be given for remedial enrollment in the major fields of study.

Pedagogy vs. Academic Studies

All of the current reviews of education affirm forcefully and unequivocally that the academic base of students in teacher education must be broadened, strengthened, and intensified. Although it is common practice on many campuses, preparation for all public certification, elementary through high school, should include a firm grounding in English and communication skills, mathematics, history, arts, and social sciences with the equivalent of a major in one of those fields. (8)

This shift in emphasis from a concentration of pedagogical studies to an increased inclusion of academic courses in teacher education is all but finished now. Some advocate nothing less than an AB or BS degree as a prerequisite for candidates in teacher education. What a student learns, however, is not determined directly by the label of a degree program. The AB degree in most American colleges is not restrictive and only loosely descriptive. For example, in most colleges of arts and sciences, foreign languages, mathematics, laboratory sciences, and English beyond freshman composition and introductory courses in literature can be avoided.

By designing specifically required areas or courses, schools of education can probably excercise greater control over the academic curriculum of their students than by requiring an AB or BS degree as a prerequisite. Few institutions provide courses about the history or development of a discipline. There is little or no opportunity to learn how a discipline is structured, to give teachers an "overview" of the intellectual processes and coherence unique to a discipline. Usually, traditional majors are unconnected, loosely organized courses in the specialized interests of a department. No sequence and development of mastery is required in many majors in traditional disciplines.

Institutional Responsibility

The integration of curriculum in schools of education with courses, majors, and minors in colleges of arts, sciences, and social studies can be achieved by the cooperative planning of faculties involved and with the approval of state boards of education. (9) Similarly, the relative emphasis of study in professional education at both the graduate and undergraduate levels and in specific courses and concentrations in arts, sciences, and social studies should be an institutional decision, although state boards of education have set minimum requirements. Authority for designating the specific degree to be earned by a successful candidate in teacher education and the division in which it will be presented will not be given up easily by most faculties.

The specific structuring of the curriculum in teacher education must be developed within the framework of mission, goals, and adopted procedures of respective institutions and the states in which they operate. AASCU schools, for example, represent the broadest cross-section of teacher education in the nation. As they move determinedly in the direction of improvement and excellence in a variety of innovative programs they can demonstrate a degree of quality which can challenge others to consider and adopt. Such programs must, however, confirm through measurement their effectiveness.

RESPONSE TO ISSUE 5

Currently, AASCU administrators, faculty, and alumni are participating in thirty-~~five~~ state studies of ways to improve instruction. Last year the AASCU "Showcase for Excellence" competition received eighty-three nominations for national recognition of models that are in place and working on AASCU campuses to enhance the teaching profession. Therefore, AASCU institutions need to foster collaboration and continuous review of the general education and specialty requirements for teachers to strengthen and improve the teacher education process.

VI. UNDERGRADUATE DEGREE IN EDUCATION: SHOULD IT BE ELIMINATED?

During the last decade many schools of education have modified their respective undergraduate degree programs to emphasize increased academic study and, consequently, to shift the teaching of methods courses to the graduate level. Some have eliminated the undergraduate degree in teacher education; others have adopted integrated programs making introductory graduate courses in pedagogy available to junior and senior undergraduates. The continually growing number of options available demonstrates a gradual evolution in the structuring of teacher education.

Education Following Patterns of Law and Medicine

Only fifty years ago successful lawyers and physicians were in practice who had qualified for their profession by apprenticeship. Gradually, with a rapid increase of applicants and by cooperative efforts of professional organizations, state licensing boards, schools, and state legislatures, qualifications were made more demanding, including graduation from recognized schools where professional study became necessary for acceptance--two years, then three years, and eventually the current undergraduate degree.

The expansion of professional qualifications in these professions generated out of a convergence of an ever increasing number of applicants, lured by the attractions of higher income and prestige, a protection of public interest by legislators, and the dedicated support of practicing professionals.

Comparably, fifty years ago many classroom teachers had only high school diplomas as academic qualification for their appointments. Requirements expanded to include the almost mandatory four-year degree of today and current proposals project the prospect of a five or six-year graduate degree, already adopted by some institutions. (10)

Most schools of education, with regard for their respective missions and goals and the needs of their constituencies, will become part of this prevailing transition, but for many of them change must occur slowly. Long range planning involving students, faculty, legislatures, the state and local school boards will have to precede radical restructuring.

Significant differences in degree programs cannot be ignored. Graduate study in some schools may be less demanding, less instructive, than advanced undergraduate work in other institutions. This situation also applies at the undergraduate level. To rely only on degree labels, without specific outlines for completed study for teacher qualification, can permit a wide range of competence and encourage a false credentialing. Carefully supervised and rigorous evaluation of the internship continues to be the most critical aspect of the teacher preparation program. (11)

Rewards and Hazards of Undergraduate Teacher Education

If admission standards are raised and a graduate degree is required for candidates, the reward in salary and status will have to be compensatory while work and responsibility are made appropriate to the advanced learning and skills of teachers. However, some graduates may be handicapped where school systems, as a matter of policy, may be reluctant to hire new applicants with masters degrees when these require higher salaries. In addition, alternative certification programs will need to be considered for those AB and BS graduates who did not major in teacher education. (12)

The nation is on the verge of a predicted serious teacher shortage unless schools and colleges hire people "off-the-street," which has been the past practice. How will more stringent qualifications and five- and six-year plans affect vital recruitment? How will they affect potential minority candidates? These are questions that must be addressed. (13)

Teacher education can expand its requirements only with the convergence of applicant demand, public interest, professional support, and legislative accord. For the nation and for the profession, an unpredictable time of transition will be required for these forces to combine to make a degree in education taught only at the graduate level the norm.

Professional Status is Not an Award

An added dimension of proposals for five and six-year degree programs in some reports is the need to "assign" or "grant" to public school teachers and to the faculty and administration in schools of education a greater professional status. (14)

Alhough professional recognition might help to create a higher status for teachers, it cannot be awarded on demand nor can it be claimed. When schools of education and their faculties create reputable standards for admissions and the assessment of students, maintain rigorous courses of instruction, complete significant research, and graduate students who perform effectively in the nation's classrooms, professionalism will be secured. There is, however, a strong belief that such rigor cannot be accomplished within four years.

RESPONSE TO ISSUE 6

There is a strong but as yet undocumented movement underway for teacher preparation as a graduate level entry profession. Therefore, AASCU institutions will need to study this trend and, where justified, adopt campus level strategies that will be complementary to such a movement. In the meantime, however, improvements in undergraduate [including five-year] program approaches should be pursued vigorously.

A CHALLENGE TO THE AASCU PRESIDENTS

Presidents of institutions that include schools of education have the responsibility of informing state legislators and governing boards of specific tactical and strategical needs. The ills and recommended remedies that have been listed in reports and reviews of the condition of education are not universal; certainly, they do not apply to all colleges of education indiscriminately. More important, many suggested reforms, although provocative, are long range and global and do not provide immediate and workable plans for action at the campus level. Reform and the planning for reform are on-campus institutional processes, and they are, basically, the responsibility of the president.

Administrators have the responsibilty to know and to publicize what their schools are doing well; they must also demand support to replace failing installations. Significant reform is not easy. Mistakes and poor performances are difficult to admit. Professional educators should be first to appraise their own establishments and first in the effort to make them totally effective.

Teacher Education Must Be Sure of Its Priorities and Support

College and university administrators at the highest level should issue a statement of institutional goals for professional education and make unmistakably clear the level of priority that will be given to teacher preparation.

Public and professional demands for reform in curriculum, degree requirements, admissions, recruitment, and teaching modes, all requiring faculty participation, are insistent and uncompromising. To respond effectively and unequivocally, administrators and staff in teacher education must have a firm base of commitment and confidence in substained support.

Presidents at the Point in Funding Reform

In those institutions where schools of education are not funded sufficiently to adopt necessary revisions, some flexibility in the financial equations for sharing resources must be made to capitalize new ventures.

Administrators at the highest level have the responsibility to argue convincingly for funds that will support their strategies to improve teacher education and to recruit highly qualified and well-tested applicants.

High Costs of Failure in Teacher Education

Every student who drops out of a teacher education program at any time and for any cause, and every student who drifts through classes with little or no learning represents, in financial terms, a significant waste of dollars, a large investment with an aborted return. This truism, however, is difficult to enter in a bookkeeper's ledger.

State appropriations committees and college officials are reluctant to risk funds in long-range speculation when asked to underwrite improvements in teacher training. Their view is limited to immediate outlay results, and consequently many strategies and programs that give promise or assurance of improved learning and retention are delayed or rejected in the interest of immediate frugality.

The institutional cost of preparing and placing a teacher in the classroom is high. The total cost of losing a student in the schools because of ineffectual teaching can also be costly if the potential personal, social, and economic liabilities are included in the total.

Concluding Statement to the Presidents

The responsibility for effectively positioning the campus to respond affirmatively rests on the shoulders of the president. As such, diverted campus dollars allocated to demonstrable improvement of teaching in the nation's classrooms should show that such investments will pay continuing and high dividends. Therefore, AASCU institutional presidents must assume a national, state and local leadership role in promoting successful teacher education reform initiatives by supporting adequate fiscal resources to implement creditable responses to the challenges being issued across the land in the name of educational reform.